DOCUMENT RESUME

ED 065 717 VT 016 195

AUTHOR Cameron, Walter A.
TITLE Project INFOE (Information Needed for Occupational Entry). Final Report, Phase I.
INSTITUTION Tennessee Occupational Research and Development Coordinating Unit, Knoxville.; Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.
PUB DATE Jun 72
NOTE 70p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS *Career Choice; *Career Education; Counselor Training; Decision Making; *Information Needs; Microfiche; Occupational Guidance; *Occupational Information; Secondary Grades; *Vocational Counseling
IDENTIFIERS Career Awareness; Tennessee

ABSTRACT

The Information Needed for Occupational Entry (INFOE) Project incorporated the use of microfilm aperture cards to help students acquire information about local employment opportunities and qualifications for various occupations. To assess the impact of Project INFOE in pilot schools within the state of Tennessee, information was obtained from students and counselors concerning the INFOE materials. This data revealed that counselors generally felt the need for more information on professional type careers. Also, a few counselors expressed a desire for INFOE cards with general information on job interviews and how to select a career. Student opinions regarding the INFOE materials were gathered by means of a pretest-posttest design. Seventy of the 164 students responding indicated that INFOE materials helped them select a vocational education course. A major recommendation of the study is that the deck of job titles should be disseminated to any school in the state that will make effective use of them. (JS)

ED 065717

FINAL REPORT PHASE I

PROJECT INFOE

Information
Needed
For
Occupational
Entry

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

June, 1972

Walter A. Cameron

Tennessee Research Coordinating Unit
for Vocational Education
College of Education
The University of Tennessee

In Cooperation With

Tennessee State Department of Education
Division of
Vocational-Technical Education

FOREWORD

This report contains a brief description of Project INFOE, its progress to date and the activities conducted to implement it during October, 1971 through June, 1972.

The Project INFOE staff is indebted to the managers of the local offices of the Tennessee State Employment Service in Memphis, Dyersburg, Savannah, Chattanooga, Nashville, Knoxville, McMinnville and Johnson City for providing salary information and information on job titles for their districts. In addition, the staff is indebted to hospitals, businesses and industries that provided salary information for Project INFOE.

Special appreciation is expressed to Dr. Wayne Myers, Educational Relations Officer with the Tennessee Valley Authority, who aided TRCU in obtaining funding from TVA to support two graduate assistants for the project.

Special gratitude is expressed to the counselors and students who contributed their time to evaluate the INFOE materials.

Appreciations are expressed to Mrs. Yvonne Hooks, Mr. Bob Hendrix, Mr. James D. Marsh, Mr. Ronald Shuford, and Dr. John Reynolds for their contributions in collecting information on jobs and salaries, editing and duplicating INFOE materials. In addition, special thanks are expressed to Mr. Bob Coker and Mr. Larry Sanders, RCU regional coordinators for their efforts in conducting inservice workshops for

counselors and for conducting many of the follow-up visits to pilot schools.

The typing and duplicating services of Mrs. Carole Deaton, Mrs. Patsy Robertson and Mrs. Karen Simpson are also acknowledged.

Walter A. Cameron
Project Director

TABLE OF CONTENTS

	Page
FOREWORD	ii
LIST OF TABLES	v
INTRODUCTION	1
Objectives	2
Overview of Methodology	2
PROJECT ACTIVITIES	6
EVALUATION RESULTS	12
Counselors' Reactions to INFOE	12
Students' Reactions to INFOE	18
Observations of Project Staff	29
CONCLUSIONS AND RECOMMENDATIONS	30
FUTURE ACTIVITIES	33
APPENDICES	
Appendix A - INFOEscript	36
Appendix B - INFOE card	40
Appendix C - INFOE Announcement Brochure	42
Appendix D - INFOE Student Brochure	43
Appendix E - INFOE Student Handout.	44
Appendix F - Schools Involved in Pilot Phase.	45
Appendix G - Posttest - Student Questionnaire.	50

LIST OF TABLES

Table		Page
1.	Enrollments and Grade Levels Included in Pilot Schools and Number and Percentage of Students Who Used the INFOE Cards	14
2.	Comparison of Students with Respect to Sex	19
3.	Comparison of Students With Respect to Grade Level	20
4.	Comparison of Students with Respect to Future Plans	22
5.	Frequency with Which Students Read Information About Careers	21
6.	Frequency with Which Students Talk to Counselors, Teachers and Parents About Career Information	24
7.	Student Knowledge of Availability of Career Information in Schools	23
8.	Students Evaluation of Career Information in Their Schools	25
9.	Students Assessment of What Is Wrong With Career Information Available in Their Schools	26
10.	Student Reaction to INFOE	27

INTRODUCTION

The value of practical counseling for high school students has seldom been questioned, however, it is difficult for a counselor to obtain specific educational and career information to do an effective job of counseling. The typical situation reveals counselors who are faced with a bewildering array of books, pamphlets, mimeographed handouts and other materials from which they are expected to derive their career information. Standard guidance materials are a variety of sizes, formats and contents and usually are relatively obsolete. Seldom is the available information localized to the geographic area in which the student lives and expects to work.

Several states followed the lead of the San Diego County Department of Education in California and developed a system of storing and disseminating guidance information which utilizes a microfilm aperture card. These career information systems have met with remarkable acceptance for providing localized career information. With the preceding systems in mind, Phase I of Project INFOE was begun to assess the feasibility of establishing a statewide system of localized guidance materials for Tennessee.

Project INFOE (Information Needed For Occupational Entry) was envisioned as a service which would enable counselors to provide localized career and educational information to students. In addition, it was designed to eliminate the present inefficient duplication of information-gathering activities by guidance

counselors and to provide counselors with the opportunity to spend more time actually counseling.

Objectives

The specific objectives of Phase I of Project INFOE were to:

1. Pilot test the use of decks of aperture cards containing localized information on 200 occupations in schools located in five of the state's nine economic development districts.

2. Provide inservice education on the use of INFOE materials to counselors involved in the pilot study.

3. Orient college and university personnel who are responsible for the preservice training of counselors to INFOE materials.

4. Collect information on 200 additional occupations to be added to the initial deck of 200 cards.

5. Localize information on the 400 occupations to all nine economic development districts in the state.

Overview of Methodology

In the initial stage of the development of the INFOE program for Tennessee, the operations of similar efforts in other areas of the United States were reviewed. Two main system design limitations observed were: (1) either duplication of equipment and efforts by several school districts within a state or failure to localize information to specific areas in the state and (2) the use of aperture cards with image sizes not compatible with lenses in readers and reader-printers being used for Educational Resource

Information Center (ERIC) microfiche. Some schools in Tennessee had readers and reader-printers for use with ERIC microfiche.

To alleviate the problem of duplication of efforts and at the same time provide localized information to several areas within the state, the project staff developed an INFOEscript format which provided for general information on three pages and for specific information pertinent to the locale to be placed on the fourth page. Once the initial three pages of general information for a given occupation is compiled, the fourth page can be localized to the nine economic development districts in the state. See Appendix A for an example of an INFOEscript.

The problem of developing aperture cards which are compatible with ERIC microfiche was solved by modifying the microfilm processor camera to produce microfilm aperture cards with image sizes at 20 to 1 reductions which are the same as the image sizes on ERIC microfiche. Therefore, any school having readers or reader-printers for ERIC microfiche can make full use of the aperture cards produced for the INFOE program. See Appendix B for an example of an INFOE card.

For the collection of localized information, the state was divided into the nine economic development districts established by the Governor's Executive Order Number Seven. The following five economic development districts were selected as representative areas in which to try out the INFOE materials.

1. First Tennessee--Includes Carter, Greene, Hancock, Hawkins, Johnson, Sullivan, Washington, and Unicoi Counties.

2. East Tennessee--Includes Anderson, Blount, Campbell, Claiborne, Cocke, Grainger, Hamblen, Jefferson, Knox, Loudon, Monroe, Morgan, Roane, Scott, Sevier and Union Counties.

3. Midcumberland--Includes Cheatham, Davidson, Dickson, Houston, Humphreys, Montgomery, Robertson, Rutherford, Stewart, Sumner, Williamson and Wilson Counties.

4. Northwest Tennessee--Includes Benton, Carroll, Crockett, Dyer, Gibson, Henry, Lake, Obion and Weakley Counties.

5. Memphis-Delta--Includes Lauderdale, Fayette, Shelby, and Tipton Counties.

In localizing the occupational information for each of the five selected districts, data were obtained from local offices of the Tennessee State Employment Service, regional vocational education supervisors, state area vocational-technical schools, community colleges and from local businesses and industries. Data were collected by a combination of telephone contacts and mailed questionnaires.

The three pages of general information for each of the initial 200 occupational briefs were adapted from existing VIEW decks and various commercially prepared materials. Thus a basic deck of 200 cards was developed very quickly and efficiently for use in Tennessee.

School administrators in the districts selected for the pilot study were mailed a brochure which described the INFOE program. They were asked to buy the hardware necessary to use the INFOE cards and to commit their counselors to inservice training on the use of INFOE materials as prerequisites for participating in the pilot study. Assistance in the selection of hardware was provided by the Research Coordinating Unit.

Inservice training on the use of the INFOE decks was provided for each counselor participating in the pilot study at the time

the decks were distributed to the pilot schools. In addition, each counselor was provided with a handbook on the use of INFOE materials.

Contacts were made with guidance educators in colleges and universities throughout Tennessee to solicit their assistance in integrating INFOE into the preservice training programs for counselors. Each institution was notified that during the fall of 1972 one counselor educator from each institution will be given a deck of INFOE cards to use in his preservice counselor education program.

Follow-up visits were made to the pilot schools for the purpose of student use of the INFOE materials and to obtain feedback from counselors about the INFOE materials. In addition, information on an additional 200 occupations were collected so that 200 more cards could be added to the initial deck.

Since the INFOE program was proposed as a developmental project for an educational innovation of demonstrated value a rigidly designed evaluation was not conducted. Evaluation was of a descriptive nature. Student questionnaires on the use of INFOE were administered to randomly selected students at the pilot schools before INFOE was introduced. Each participating counselor was requested to keep a list of students who have used INFOE and from this list students were randomly selected to complete a questionnaire at the end of the school year. In addition, information on counselors' reactions to the VIEW program was collected by questionnaire.

PROJECT ACTIVITIES

The developmental phase of Project INFOE began on October 1, 1971. The activities conducted to fulfill the objectives of the project are presented in the following paragraphs.

October, 1971

During the month of October the initial plans for developing a state-wide career information system were formalized. Two graduate assistants began work on collecting and synthesizing career information of pertinence to Tennessee. Five of the nine economic development districts in the state were selected as pilot test areas for the INFOE materials that were being developed. In addition, with the aid of the Tennessee Employment Commission a basic list of 400 job titles were identified. From this basic list, 200 job titles were selected to be included in the first INFOE career deck.

November, 1971

During the month of November, the four page INFOE format was developed and printed. The processor camera to be used for producing the master aperture card and the duplicating equipment to be used to make copies of the master card were ordered. A brochure (Appendix C) describing the INFOE program and a letter were sent to all city and county superintendents in the five economic development districts selected for the pilot program.

In addition a sound-on-slide presentation was developed and presented at various meetings of supervisors and superintendents in the pilot areas.

Contacts by phone and by mail were made with local hospitals, businesses, industries and offices of the Tennessee State Employment Service to obtain salary information. In addition, efforts were initiated to validate data for specific job titles. Validation of data was accomplished by making personal visits and phone contacts with various businesses and industries.

Information on microfilm readers and reader-printers was compiled and sent to school personnel who expressed a desire to participate in the pilot program.

Two staff members of TRCU made a visit to the Indiana Career Center in Bloomington, Indiana to exchange information with personnel connected with the career information program in Indiana.

December, 1971

The project director met with fifteen representatives of career information programs in other states at the American Vocational Association Conference in Portland, Oregon. Ideas on how to implement a state-wide career information program were discussed and the services offered through the various programs now in operation were discussed.

Two additional graduate assistants were added to the staff. Further validation and editing of collected career information were carried out as the final drafts of the INFOEscripts were being typed.

Information on vocational and technical offerings in state technical institutes, state community colleges and state area vocational schools was compiled. In addition, data on vocational programs in secondary schools were compiled.

A poster to be used in implementing the INFOE program was designed. In addition, a student brochure (Appendix D) and a student handout (Appendix E) was developed.

January, 1972

During January the processor camera and the aperture card duplicating equipment were installed. Modification of the processor camera was completed to insure production of a master aperture card with image sizes at 20 to 1 reduction.

Typing and editing of the first 200 INFOEscripts were completed in early January. Master aperture cards were developed for all the INFOEscripts for the five economic development areas and 98 decks of cards were duplicated and key-punched for use by schools.

Inservice training programs were scheduled and confirmed for all participating school systems in the pilot areas.

A counselor's guide was developed which included information on the total INFOE program, an inventory list of job titles, a list of job titles and brief descriptions of each, career clusters, and information on all the vocational and technical programs offered in public education institutions in each economic development district.

February, 1972

During the first three weeks of February, 15 inservice workshops on how to use INFOE materials were held. A total of 137 counselors and 52 administrators attended the workshops. Each workshop lasted for approximately two hours and included a 40-minute sound-on-slide orientation to Project INFOE, orientation on the use of all INFOE materials handed out, a question and answer period and a hands-on session on use of the INFOE career deck. The head counselor from each participating school (list of schools is presented in Appendix F) was provided with the following materials:

1. A deck of INFOE cards for 200 careers
2. Several copies of the student brochure and handout
3. Two INFOE posters
4. One student guide
5. One counselor handbook for each counselor in each school
6. 10 Student use-sign up sheets
7. 6 Pretests -- Student Reaction Questionnaires (Posttest questionnaire is shown in Appendix G -- pretest was the same except last questions on INFOE were omitted).

A total of 92 INFOE career decks were distributed during the workshops.

March, 1972

During the month of March general information for an additional 200 job titles was compiled. Local salary and educational opportunity data were collected for the first 200 job titles from the four economic development districts not included in the pilot program. In addition, a current list of educational programs offered by colleges and unversities in Tennessee was completed.

April, 1972

During the month of April typing was begun on the first three pages of the INFOEscripts for the second group of 200 job titles. Questionnaires were sent out to collect salary information from all nine economic development districts for the second group of 200 job titles. In addition, art work on the illustrations for the first page of the INFOEscripts was begun.

May, 1972

During May work was continued on the compilation of information for the second group of 200 job titles. Follow-up visits were made to fifty of the pilot schools. During the follow-up visits informal feedback on the INFOE materials was collected and counselors were asked to fill out a counselor reaction questionnaire to be mailed to the RCU. In addition, posttest student questionnaires were left with each counselor to be administered to randomly selected students who had used the INFOE materials.

INFOE orientation materials were sent to one counselor educator at each college and university in the state having a counselor education program. Moreover, several INFOE orientation programs were presented to various counselor workshops. A presentation on the INFOE program was made also to a group of area superintendents from Mississippi.

June, 1972

During the month of June typing was completed on the second group of 200 job titles. Salary information was validated and

typed in on the fourth page of each INFOEscript. Evaluation data from the pilot study was analyzed. The evaluation results are presented in the following section of this report.

EVALUATION RESULTS

To assess the impact of the INFOE materials in the pilot schools, information on the use of the materials was obtained from counselors and students who used the materials. The pilot study was begun in February, 1972 with the dissemination of 92 INFOE decks to 89 schools located throughout the state. In 15 schools microfilm readers were not obtained in time for the INFOE program to be implemented during the 1971-72 school year. In an additional 14 schools readers were received too late for an evaluation to be made of the use of the INFOE materials for this year. Thus, the evaluation data contained in this report were collected from counselors and students from 60 different schools in Tennessee.

Counselors' Reactions to INFOE

Counselors from the 60 pilot schools who had used the INFOE materials for at least two months were asked to complete a 15-question instrument about their use of the INFOE materials. Completed questionnaires were received from 53 counselors who represented 49 schools. Each of the questions on the questionnaire will be stated and a summary of the answers will be presented in this section.

Item 1a: What is the total enrollment at your school? _____

1b: Specify grades included (e.g. 9-12, 7-12) _____

Item 2: Approximately how many students have used the INFOE deck? _____

Data for the first and second item were combined and are presented in Table 1 on page 14. From the 49 schools from which responses were received the greater number (20) included grades 9-12, and in the schools which included 9-12 a greater percentage (24%) of students used the INFOE materials.

Item 3: How would you rate student reaction to INFOE? (Check one)

a. ___Very favorable c. ___Unfavorable
b. ___Favorable d. ___Very unfavorable

Of the 53 counselors who responded 22 or 41 percent rated student reaction to INFOE as "very favorable." Favorable ratings were received from 30 counselors or 57 percent. One counselor indicated student reaction to be unfavorable and "very unfavorable" was not checked by any counselor.

Item 4: Were the INFOE materials used in any classroom activities?

a. ___Yes b. ___No

Forty-one counselors or 77 percent of those responding indicated the INFOE materials were used in classroom activities. Twelve counselors or 23 percent of those responding said the INFOE materials were not used in any classroom activities.

Item 5: If you answered yes to #4, please answer the following questions:

a. How were the materials used?
b. What kinds of teachers used them?
e.g.: Home economics, English.

Typical answers to how the materials were used included: individual resource materials for career information to be used for theme writing, follow-up resource for job placement information

TABLE 1

ENROLLMENTS AND GRADE LEVELS INCLUDED IN PILOT SCHOOLS AND NUMBER AND PERCENTAGE OF STUDENTS WHO USED THE INFOE CARDS

Grade Levels Included	Number of Schools	Total Number of Students Enrolled	Number of Students who Used the INFOE Cards	*Percentage of Total Enrollment Who Used the INFOE Cards
7-9	14	10,458	1,675	16
7-12	6	7,803	1,035	13
9-12	20	13,632	3,219	24
10-12	9	7,345	1,655	22

*Obtained by dividing number of students who used INFOE cards by the total enrollment.

and for subject schedule planning. The kinds of teachers who used the INFOE materials in the order of frequency indicated were: English, general business, cooperative education, home economics, social studies and shop teachers.

Item 6: Has there been any increase in participation and/or interest of school faculty in guidance services since you have been using INFOE? (Check one)
a. ___Yes, very much
b. ___Yes, a little
c. ___No, not noticeably

Seven counselors or 13% of those responding checked "yes, very much." Twenty-seven or 51 percent of the counselors indicated a little increase in participation and/or interest of faculty in guidance services since INFOE was implemented. Nineteen or 36 percent of the counselors indicated no increase in participation or interest.

Item 7: With respect to all sources of occupational information available in your school, how would you rate the content of the INFOE materials in regard to their benefit to students? (Check one)
a. ___Not as good
b. ___About the same
c. ___Better
d. ___Much better

None of the counselors checked "not as good". Their responses were as follows:

1. 7 counselors (13%) checked "about the same."
2. 35 counselors (66%) checked "better".
3. 11 counselors (21%) checked "much better".

Item 8: How would you rate student use of INFOE materials as compared to other guidance materials? (Check one)
a. ___Not as good
b. ___About the same
c. ___Better
d. ___Much better

The majority of counselors indicated that the INFOE materials were better than other guidance materials. A tally of their responses is as follows:

1. 1 counselor (2%) checked "not as good"
2. 10 counselors (19%) checked "about the same"
3. 32 counselors (60%) checked "better"
4. 10 counselors (19%) checked "much better"

Item 9: Has student interest in guidance services increased since you have been using INFOE materials?
a. ___Yes b. ___No

Thirty-nine counselors (74 percent) indicated student interests in guidance services increased after the INFOE program was implemented. Fourteen counselors (26 percent) indicated no increase in student interest.

Item 10: Have the INFOE cards been helpful to you in vocational counseling?
a. ___Yes b. ___No

Fifty counselors (94 percent) checked "yes" and 3 (6%) checked "no".

Item 11: Specifically, how do you see INFOE aiding you in your guidance work?

The majority of the counselors stated that the greatest aid provided by the INFOE materials was the time they saved in researching career information. Other counselors indicated the INFOE program provided a unique approach to providing current career information that easily gained the interest of students.

Item 12: What are the main limitations of the INFOE program?

A summary of the limitations listed in their order of frequency is:

1. The materials and equipment is limited mainly to individual use.
2. Obtaining hard copy from the aperture cards is too expensive.

3. There is not enough variety of occupations in the pilot deck.

4. More local information is needed on the script.

Item 13: What improvements need to be made in the information presented on the INFOE cards?

A summary of the improvements suggested by the counselors in their order of frequency is as follows:

1. Information on more job titles need to be added to the deck.

2. Larger print should be used on the INFOEscripts.

3. Language used on INFOEscripts should be simplified (Two counselors indicated the reading level should be raised).

4. More information about what students can do now to prepare for the world of work is needed.

Item 14: What were the methods that you used in making the faculty and the students in your school aware of the program?

A summary of the methods mentioned most frequently by counselors is as follows:

1. Introduction to faculty was made by presentations in faculty meetings and by open letters to the faculty.

2. Teachers and students were introduced to the INFOE program by use of posters, public address system and school newspapers.

3. Students were introduced to INFOF by presentations during homeroom periods, demonstrations of the use of the INFOE materials by vocational club members and by presentations at school assemblies.

Item 15: What additional job titles need to be added to the INFOE deck?

The majority of counselors indicated the need for more information on professional type careers. In addition a few counselors indicated a desire for INFOE cards with general information on job interviews and how to select a career.

Students' Reactions to INFOE

To obtain an indication of student acceptance of the INFOE program, pretest and posttest questionnaires were administered to randomly selected students in the pilot schools. During the implementation of the program in February, pretest questionnaires were distributed to counselors at 80* of the 89 pilot schools. A packet containing six questionnaires was left at each school with instructions for counselors to administer the questionnaires to one boy and one girl at each grade level--high school 10, 11 and 12 or junior high school 7, 8, and 9. Of the 480 pretest questionnaires distributed 324 were completed and returned.

At the 50 pilot schools in which follow-up visits were made by the INFOE staff, posttest questionnaires were left to be administered to randomly selected students who had used the INFOE materials. Completed instruments were returned by 164 students who represented 30 schools. Due to the low rate of return on the posttest instruments, a rigid analysis was not made of the data; however, some of the data will be presented to provide a broad basis from which to assess the initial impact of INFOE on students.

---

*Schools having career education programs were eliminated from the pretest population.

A copy of the posttest instrument is included in Appendix F. The section consisting of matching of 30 job titles and their descriptions was not included in the analysis. Since the program was not implemented long enough to make a comparison on this section, no analysis of data was done. The pretest instrument was the same as the posttest instrument except the section containing specific questions on the INFOE materials was omitted.

The sex of the students randomly selected to complete pretest and posttest questionnaires is presented in Table 2. On a percentage basis the students who completed the pretest instruments were similar with respect to sex to the students who completed the posttest instruments.

TABLE 2

COMPARISON OF STUDENTS WITH RESPECT TO SEX

Sex	Pretest Group		Posttest Group	
	Number of Students	Percent of Total	Number of Students	Percent of Total
Male	158	49	82	50
Female	166	51	82	50
Totals	324	100	164	100

Information on student grade level of pretest and posttest students is presented in Table 3. With respect to grade level in which students were enrolled, there is little difference on a percentage basis between students who completed the pretests and those who completed the posttests.

TABLE 3

COMPARISON OF STUDENTS WITH RESPECT TO GRADE LEVEL

	Pretest Group		Posttest Group	
Grade Level	Number of Students	Percent of Total	Number of Students	Percent of Total
7	30	9	11	7
8	30	9	10	6
9	50	16	37	22
10	71	22	39	24
11	72	22	31	19
12	71	22	36	22
Totals	324	100	164	100

Comparisons were made between pretest and posttest students with respect to future plans. The data presented in Table 4 on page 22 indicates that the students who had used the INFOE materials and those who had filled out the pretest instruments had similar future plans. A greater percentage of students in the pretest group planned to attend college than those in the posttest group. In addition, a smaller percentage of students in the pretest group planned to work immediately after graduating from high school. On a percentage basis the two groups were similar with respect to other future plans that were checked.

A comparison of the frequency with which students had read information about careers is presented in Table 5. The data indicated that students in the pretest group had read information on careers less often than those in the posttest group.

TABLE 5

FREQUENCY WITH WHICH STUDENTS READ INFORMATION ABOUT CAREERS

Frequency of Reading	Pretest Group		Posttest Group	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Never	21	7	4	2
Seldom	134	41	42	26
Several Times	169	52	118	72
TOTALS	324	100	164	100

TABLE 4

COMPARISON OF STUDENTS WITH RESPECT TO FUTURE PLANS

Future Plans	Pretest Group		Posttest Group	
	Number of Students	Percent of Total	Number of Students	Percent of Total
1. Graduate from high school and go to work	50	16	51	31
2. Attend an area vocational school	26	8	11	7
3. Attend a junior college, state technical institute or community college	27	8	13	8
4. Attend a 4-year college or university	172	53	60	36
5. No plans	27	8	12	8
6. Quit school	0	0	0	0
7. Other plans, e.g. military private trade schools	22	7	17	10
TOTALS	324	100	164	100

The frequency with which students indicated they talked to counselors, teachers and parents about career information is presented in Table 6 on page 24. Little differences were noted between frequency with which students in the pretest and posttest group had talked with counselors, teachers and parents. However, a slight higher frequency was indicated for the student in the posttest group with respect to the number of times they had discussed career information with counselors and teachers.

The students in the pretest and postest groups were asked a question which was designed to assess their knowledge of the availability of career information in their schools. The responses of the students to this question are presented in Table 7. Twenty-one percent of the students in the pretest group did not know if any career information was available while only one percent of the posttest group indicated they did not know.

TABLE 7

STUDENT KNOWLEDGE OF AVAILABILITY OF CAREER INFORMATION IN SCHOOLS

Career Information Availability	Pretest Group		Posttest Group	
	Number of Students	Percent of Students	Number of Students	Percent of Students
There is a lot	113	35	68	42
There is some	129	40	94	57
None	12	4	0	0
I don't know	70	21	2	1

TABLE 6

FREQUENCY WITH WHICH STUDENTS TALK TO COUNSELORS, TEACHERS AND PARENTS ABOUT CAREER INFORMATION

Frequency With Which Students Talked	Pretest Group		Posttest Group	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Counselors				
Never	156	48	55	33
Seldom	103	32	55	33
Several Times	65	20	54	33
Teachers				
Never	115	36	49	30
Seldom	157	48	74	45
Several Times	52	16	41	25
Parents				
Never	22	7	11	7
Seldom	66	20	41	25
Several Times	236	73	112	68

In another question students were asked to evaluate the career information that was available in their schools. Responses to this question are presented in Table 8. A total of 87 percent of the students in the posttest group rated their career information materials of "some help" or "very good" while only 56 percent of the pretest group rated theirs this high.

TABLE 8

STUDENTS EVALUATION OF CAREER INFORMATION IN THEIR SCHOOLS

Evaluation	Pretest Group		Posttest Group	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Very Good	87	26	73	45
Some help	96	30	69	42
Little help	16	5	4	2
Have not used it	116	36	11	7
None available	9	3	7	4

Students who indicated that they had career information available in their school were asked to indicate what was wrong with it. A tally of students' responses to this question are presented in Table 9. Ninety-one percent of the students (posttest group) who had used the INFOE materials indicated nothing was wrong with their career information. However, only 62 percent of the students in the pretest group indicated that nothing was wrong with their materials.

TABLE 9

STUDENTS ASSESSMENT OF WHAT IS WRONG WITH CAREER INFORMATION AVAILABLE IN THEIR SCHOOLS

What is Wrong	Pretest Group		Posttest Group	
	Number of Students	Percent of Students	Number of Students	Percent of Students
Too old	31	16	6	4
Too long and difficult to read	14	7	2	1
Nothing about jobs in Tennessee	30	15	5	4
Nothing is wrong	124	62	133	91
TOTALS	199	100	146	100

Students (posttest group only) who had used the INFOE materials were asked to answer 7 questions about their use of the INFOE materials. A tally of students' responses to these questions is presented in Table 10.

TABLE 10

STUDENT REACTION TO INFOE

Question	Response Yes	No
1. Did you enjoy using the INFOE cards and the viewing equipment?	151	13
2. Was the information on the INFOE cards easy to read?	160	4
3. Did you discuss any of the information from the INFOE cards with your parents?	50	114
4. Did the information on the INFOE cards help you select a vocational education course?	70	94
5. Did you discuss any of the information from the INFOE cards with your guidance counselor?	58	106
6. Had you read any other career information before INFOE was available in your school?	114	50
7. Do you plan to use the INFOE materials again?	136	28

An analysis of students responses to the seven questions revealed the following:

1. Nearly all students agreed that they enjoyed using the INFOE materials and that they were easy to read.

2. Seventy of the 164 students responding indicated the INFOE materials helped them select a vocational education course.

3. Fifty of the 164 students indicated thay had not read any career information materials before using the INFOE cards.

Twenty-eight students indicated they would not use the INFOE cards again. An additional question was asked as to why not. To this question 27 students indicated that they had already selected a career or were going to graduate and would not have an opportunity to use the cards again. One student said that he did not like the materials and therefore, would not use them again. Of the 136 students who indicated they would use the materials again, the majority said they believed the materials would be helpful to them in selecting a career and that they enjoyed using them.

Another question was asked to the students who had used INFOE to determine who had told them about the materials. The majority (101) of the 164 students indicated they had learned about INFOE from their counselor. Forty-two said their teacher had told them and ten said they learned about INFOE from their friends. The remaining 11 indicated they learned about INFOE by reading the INFOE poster in their school.

The final question asked was how many times the student had used the INFOE materials. Ninety-four students indicated

they had used the materials only once. Thirty-one stated they had used the materials twice and 36 stated they had used the materials several times.

Observations of the Project Staff

A summary of observations made by the project staff based on their follow-up visits to the pilot schools is as follows:

1. In schools having small counselor offices, the library provided a more accessible place for students to use the INFOE materials.

2. In schools in which a microfiche reader was available in the library students tended to make greater use of the INFOE materials.

3. Counselors and librarians who attended the inservice training sessions on the use of the INFOE materials tended to make greater use of the materials.

4. In schools in which classroom teachers were encouraged to use the INFOE materials, student use of the INFOE materials was greater.

CONCLUSIONS AND RECOMMENDATIONS

The major conclusions drawn from the evaluation findings were:

1. Counselors who used the INFOE materials were pleased with the impact of the materials on their guidance program. This conclusion was based on the following findings:

    a. Ninety-eight percent of the counselors stated student reaction to INFOE was favorable or very favorable.

    b. Sixty-four percent of the counselors indicated faculty interest in the guidance program had increased since the implementation of the INFOE program.

    c. Eighty-seven percent of the counselors stated that the INFOE materials were better than any other career information available in their school.

    d. Seventy-nine percent of the counselors believed student use of the INFOE materials to be better than it was for other career information materials.

    e. Seventy-seven percent of the counselors indicated classroom teachers had made use of the INFOE materials.

2. The implementation of the INFOE program in the pilot schools resulted in students being more aware of the availability of career information in their schools. Twenty-one percent of the students in the pretest group did not know if career information materials were available as compared to only 1 percent of the posttest group. In addition many students who had used the INFOE materials indicated they had never used any other career information materials.

3. Students expressed satisfaction with the INFOE materials with respect to the content and to the way they could be used. Eighty-seven percent of the students who used the INFOE materials indicated the materials in their schools were of some help or were very good, while only 56 percent of the student in the pretest group believed the materials in their schools could be rated that high. Ninety-one percent of the students who used the INFOE materials indicated nothing was wrong with the content of the materials in their schools while only 62 percent of the students in the pretest group indicated nothing was wrong with their materials.

4. Students talked to their parents more about career information than they do to either counselors or teachers. A greater percentage of students from both the pretest and the posttest groups indicated they talked about career information with their parents more than they did with counselors or teachers.

5. Use of the INFOE materials by librarians and classroom teachers provide for more effective use of the materials in a school. This conclusion was based on the observations made by the project staff during their on-site visits to the pilot schools.

6. The greatest improvement needed in the INFOE program was the development of information on professional type jobs.

7. The duration of the pilot study was too short for an adequate evaluation of the INFOE materials to be made. Many schools had obtained their viewing equipment too late to make adequate use of the INFOE materials during the 1971-72 school year.

The major recommendations based on the conclusions of the pilot study are:

1. Efforts should be made to add more job titles to the deck of 400 job titles already developed and the 400 job titles now developed should be disseminated to any school in the state that will make effective use of them.

2. The evaluation of the INFOE program should be continued through next year to assess its impact over a greater period of time.

3. Provisions should be made to obtain continuous feedback on the improvements needed in the format and the content of the INFOE materials from counselors and students.

4. Schools should be encouraged to provide reader-printers for producing hard copy for students since students would then be able to take copies of the information home to be discussed with their parents.

5. Counselors should be encouraged to involve classroom teachers and librarians in making the INFOE materials available for student use.

FUTURE ACTIVITIES

Future steps to be followed in implementing the INFOE program statewide and in expanding its services include:

1. During September, 1972, a career deck consisting of information on 400 job titles and a course of study deck consisting of cards with specific information on all the vocational and technical programs in the state will be made available to all junior and senior high schools and post-secondary institutions that have the necessary microfilm equipment for using the information.

2. During the 1972-1973 school year efforts will be made to develop and pilot test a career INFOE deck on selected job titles for elementary school students. In addition, the development of sound and slide series and/or sound filmstrips on specific job titles will be studied. The purpose of these efforts will be directed toward developing a career information system to be used by elementary school students.

3. By January, 1973, an INFOE educational deck consisting of information on each of the post-secondary institutions in the state and of selected institutions in surrounding states will be made available to all high schools in the state.

4. Neighboring states will be offered the opportunity to participate in the INFOE program. The career deck can be adapted easily to provide localized information to any state in this region of the country.

5. Efforts will be exerted to develop an INFOE deck on careers for use by handicapped and disadvantaged persons.

These materials will be written at the third to fourth grade reading level and will make profuse use of graphic illustrations.

In addition to the preceding items, the following procedures will be implemented to keep the INFOE program current:

1. Beginning in September, 1973 and in each succeeding year, the INFOE career deck will be updated. The salary and educational information on page four of the INFOEscript will be updated each year and the three pages of general information will be updated every three to four years. Cards on new careers will be added to the deck as they appear in Tennessee. By 1974, a deck of cards for 600 career titles should be available. On a continuous basis counselor and student feedback will be utilized to provide improvements in content and format.

2. The INFOE course of study deck will be updated every three years. New cards will be added on a continuous basis as new vocational and technical offerings emerge.

3. The elementary school deck will be updated every four to five years. Since it will consist of general information, there will be no need to update it each year. However, new job titles will be added to the deck as they emerge in Tennessee. The elementary deck when complete will consist of information on approximately 600 occupations.

4. The elementary career information filmstrips and color slides will be updated every three years. We propose to develop filmstrips or slide series on approximately 200 job titles over a three year period.

5. The INFOE deck for the handicapped and disadvantaged persons will be updated each year in the same manner as the career deck.

APPENDICES

Tennessee Research Coordinating Unit
for Vocational Education
College of Education
The University of Tennessee

In Cooperation With

State Department of Education
Division of Vocational
Technical Education

D.O.T. 219.488
Date: September, 1972

INFOE

INFORMATION NEEDED FOR OCCUPATIONAL ENTRY

ACCOUNTING CLERK

Accounting Clerks compute and calculate all types of financial information dealing in numbers.

REQUIREMENTS AND QUALIFICATIONS

To Obtain and Keep This Job, It Will Be Helpful For You to Have the Following:

Personal Traits

You should:

*Be neat.
*Have an even temper.
*Be willing to follow directions.
*Be able to do things without being told.
*Work carefully.
*Like routine work.

Aptitudes

For an explanation of aptitudes, you are urged to:

*See your *Counselor*
or
*Visit an Office of the *Tennessee State Employment Service*

Physical Traits

You should:

*Be in good health.
*Have good eyesight natural or with glasses
*Be able to use your hands well.
*Have full use of arms, hands, and fingers.

D.O.T. 219.488
Date: September, 1972
Accounting Clerk
2

You Must Be Able To:

*Do some typing on the job.
*Work for long periods of time on numbers, checking and calculating.
*Write and print clearly and without errors.
*Follow all kinds of written and spoken instructions.

You Should Know That:

*Working conditions are usually excellent with few hazards.
*Skilled Accounting Clerks can easily find employment with many public and private employers.
*Some employers require office experience of beginning Accounting Clerks, others will train inexperienced beginners.

EDUCATIONAL PREPARATION AND TRAINING

Educational Requirements

*One needs at least a high school education.

*One can increase skills and employment by completing some study beyond high school.

*One is usually trained in special skills while on the job.

The Course of Study Includes:

*High school: A business major with classes in mathematics, bookkeeping, typing, and office machines.

*Area Vocational School or State Technical Institute: Basic accounting, basic statistics, office machine operation, other courses are helpful.

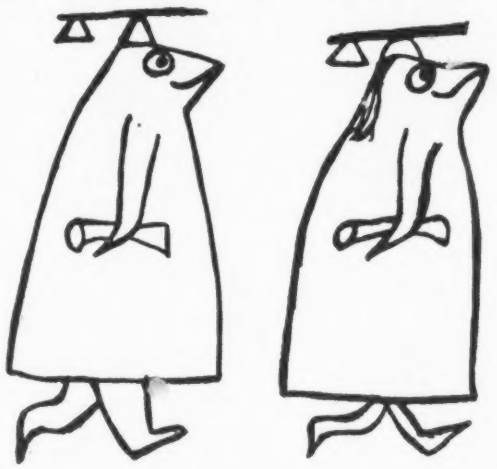
Additional Facts About Training

*Many employers consider high school grades important. Average grades are usually required as a minimum.

*A year or more of education beyond high school will help you qualify for a better paying job.

Special Entry Requirements

*Most jobs with private employers and in civil service require passing written tests covering knowledge of accounting procedures and ability to do the required office work.



D.O.T. 219.488
Date: September, 1972
Accounting Clerk
3

MORE ABOUT THE JOB

The work of the Accounting Clerk will be different from job to job depending on the type of employer and the type of work performed in the office.

Listed below are many tasks the Accounting Clerk might perform:

*Computing income tax for payroll purposes
*Posting accounts receivable and payable
*Handling bank deposits
*Computing commissions on sales
*Recording statistical work
*Recording and filing data processing tabulations
*Compiling statistical and financial reports

Some machines which the Accounting Clerk may be expected to operate are:

*Typewriter *Adding Machine *Calculator *Comptometer

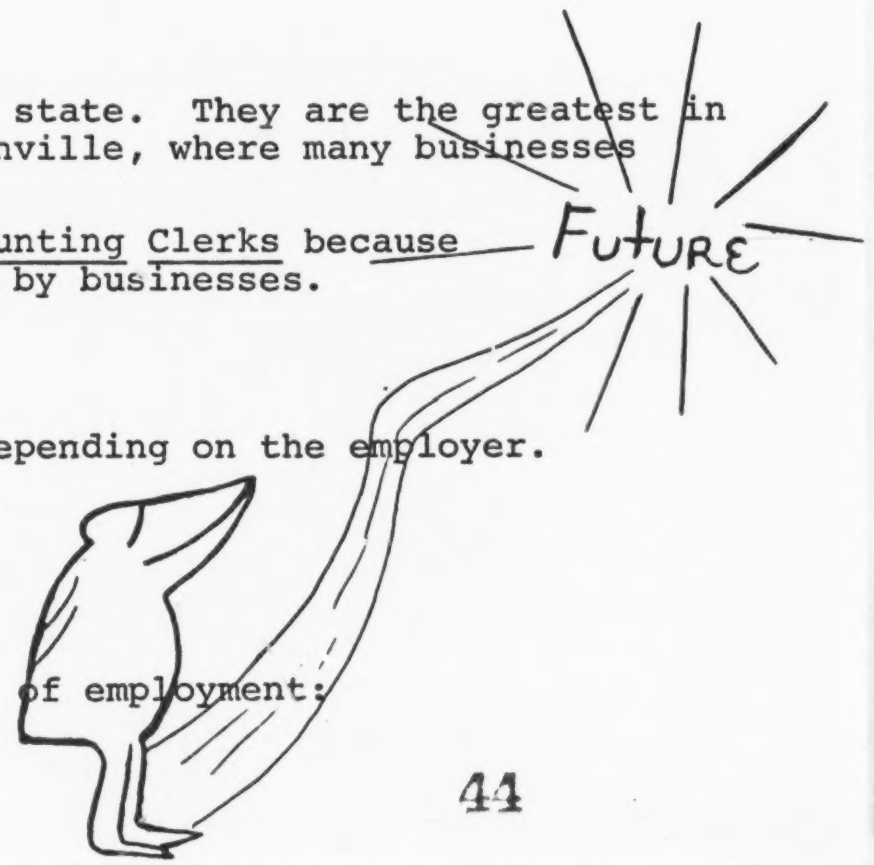
Hours of Work

*The normal work week is 40 hours, Monday through Friday.
*Overtime work is sometimes necessary, but is not usual.

PROSPECTS AND OPPORTUNITIES

Job Opportunities and Distribution

*Opportunities exist in all parts of the state. They are the greatest in Knoxville, Chattanooga, Memphis and Nashville, where many businesses and government offices are located.
*Opportunities are usually good for Accounting Clerks because of ever-greater need for their services by businesses.



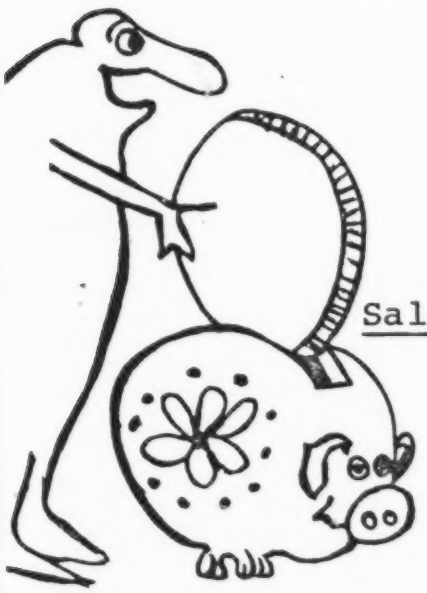
Opportunities for Advancement

*Promotion opportunities are different depending on the employer.
*Many Accounting Clerks perform the same duties through an entire career. Most receive pay raises from time to time.

Fringe Benefits

Available depending on place and length of employment:

*Paid vacations and holidays
*Retirement plans *Group insurance



D.O.T. 219.488
Date: September, 1972
Accounting Clerk
4

Salary Information

Hours per Week	Weekly Salary Range	Beginning Salary Range
40	$80 - $130	$70 - $90

East Tennessee

SOURCES OF ADDITIONAL INFORMATION

*United Business Schools Association, 1518 K Street, N.W., Washington, D. C.

*Visit a local business firm that employs an Accounting Clerk.

EDUCATIONAL OPPORTUNITIES

*High school courses in business subjects provide excellent basic preparation.

*Accounting and Computing courses are offered at:

*Jacksboro Area School, Rt. 1, Jacksboro 37757
*Knoxville Area School, 1100 Liberty, Street, Knoxville 37918

*Programs in Accounting Technology are offered at:

*Chattanooga Technical Institute, Chattanooga 37401
*State Technical Institute at Memphis, Memphis 38128

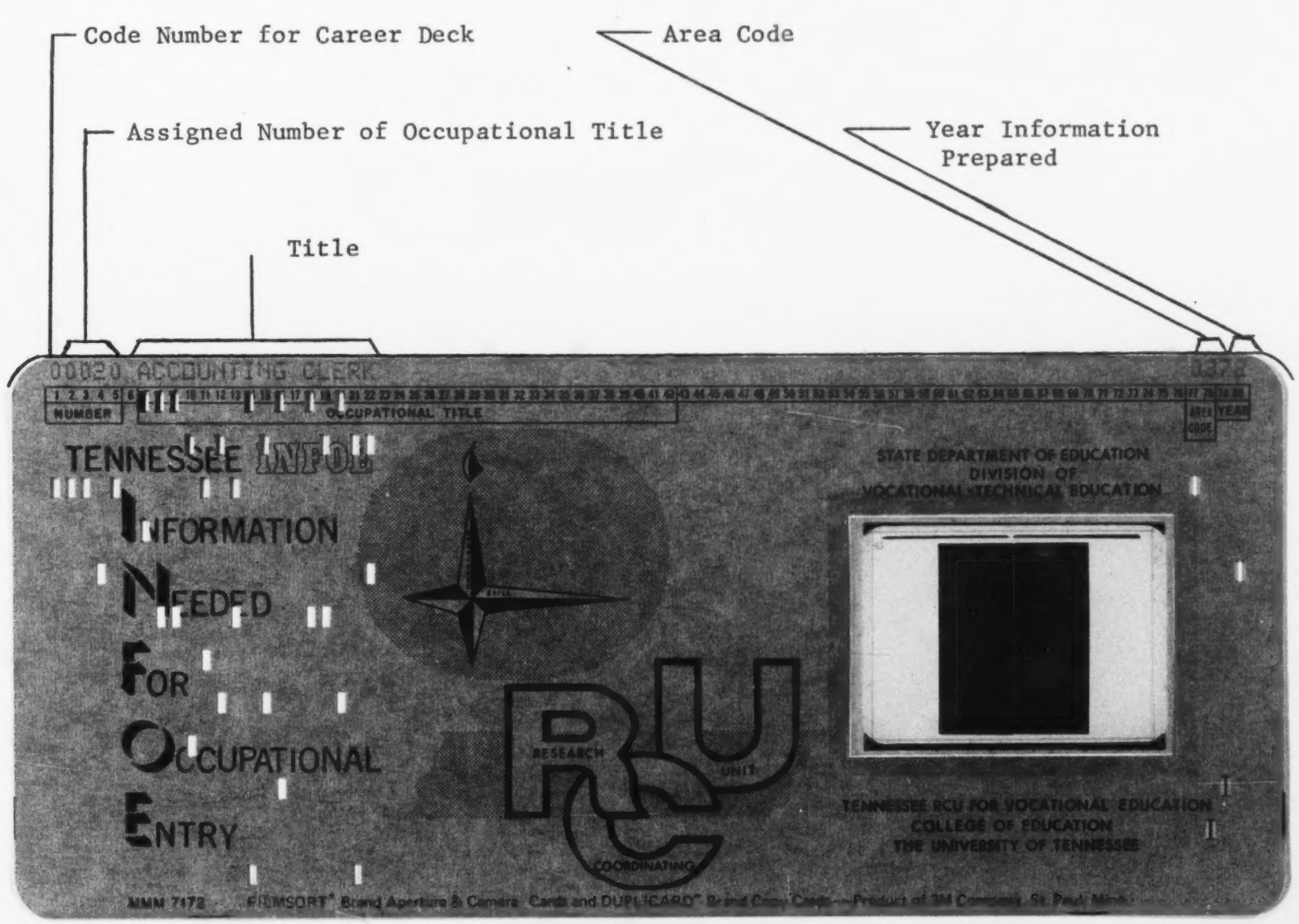
APPENDIX B

INFOE CARD AND EXPLANATION OF INFORMATION CONTAINED ON IT

The four-page INFOEscript reproduced on the microfilm insert on the aperture card contains the following information:

1. Brief description of the occupation
2. Illustration depicting workers engaged in each occupation
3. Requirements of workers in the occupation
4. Preparation and education needed to enter the occupation
5. Interesting insights into the work involved in the occupation
6. Salary scales and opportunities for workers entering the occupation
7. Educational programs offering training for the occupation

The information punched in and typed on the aperture card consisted of a 5 digit number, the job title and a 4 digit number. The interpretation of the information is shown in the following example:



Numbers were assigned to occupations based on the alphabetical listing of the job title. In the example ACCOUNTING CLERK was assigned the number 2; the 0 digital following the 2 allows for the addition of up to nine other titles between number 2 and number 3 occupations. This numbering system allows us to expand the basic deck of 400 occupations and still maintain an alphabetical listing of all added occupations. The two digit area codes and interpretation are as follows:

*01 Memphis-Delta Economic Development District:
Fayette, Lauderdale, Shelby and Tipton Counties

*02 Northwest Tennessee Economic Development District:
Benton, Carroll, Crockett, Dyer, Gibson, Henry, Lake, Obion, and Weakley Counties

03 Southwest Tennessee Economic Development District:
Chester, Decatur, Hardeman, Hardin, Haywood, Henderson, Madison, and McNairy Counties

*04 Midcumberland Economic Development District:
Cheatham, Davidson, Dickson, Houston, Humphreys, Montgomery, Robertson, Rutherford, Stewart, Sumner, Williamson and Wilson Counties

05 South Central Tennessee Economic Development District:
Bedford, Coffee, Franklin, Giles, Hickman, Lawrence, Lewis, Lincoln, Marshall, Maury, Moore, Perry and Wayne Counties

06 Upper Cumberland Economic Development District:
Cannon, Clay, Cumberland, Dekalb, Fentress, Jackson, Macon, Overton, Pickett, Putnam, Smith, Trousdale, Van Buren, Warren and White Counties

07 Southeast Tennessee Economic Development District:
Bledsoe, Bradley, Grundy, Hamilton, Marion, McMinn, Meigs, Polk, Rhea and Sequatchie Counties

*08 East Tennessee Economic Development District:
Anderson, Blount, Campbell, Claiborne, Cocke, Grainger, Hamblen, Jefferson, Knox, Loudon, Monroe, Morgan, Roane, Scott, Sevier and Union Counties

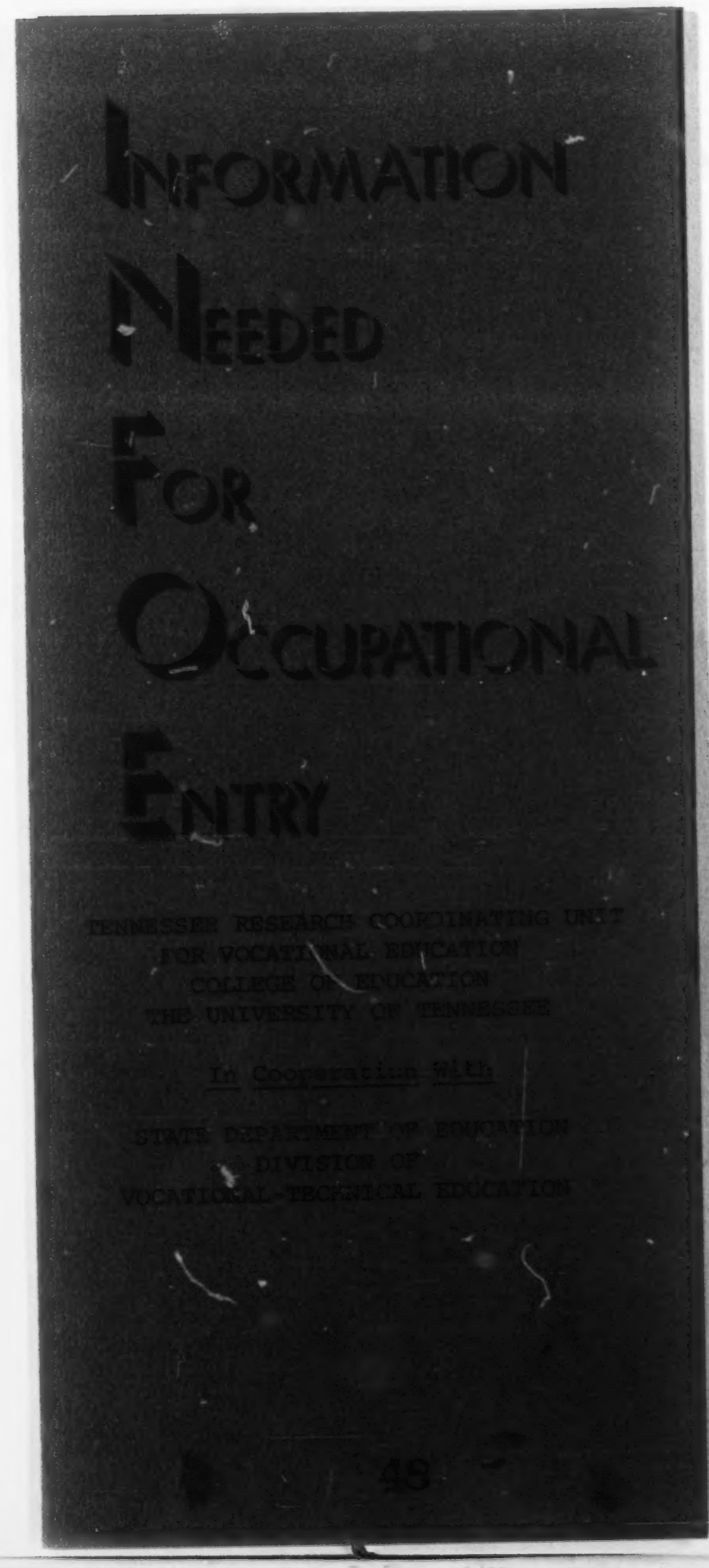
*09 First Tennessee-Virginia Economic Development District:
Carter, Greene, Hancock, Hawkins, Johnson, Sullivan, Washington, and Unicoi Counties

10 Applicable to all areas of Tennessee

*Schools in these districts pilot tested the INFOE materials.

APPENDIX C

INFOE ANNOUNCEMENT BROCHURE



INFOE Helps Youths and Adults

Through a system as modern as the space program, INFOE helps youths and adults look at a wide array of jobs and to answer vital questions which may determine their final choice in a career.

INFOE helps students to:

* Explore a wide array of occupations.

* Plan educational programs in line with career choices.

* Become informed of educational opportunities available in high schools, private schools, community colleges, area vocational schools, and apprenticeship programs for specific occupationals within a region in Tennessee.

INFOE Assists Counselors

Counselors are often overwhelmed trying to keep up with the many sources of information about jobs. INFOE collects, organizes and synthesizes localized occupational information in a compact form that is easily available to counselors.

INFOE helps the counselor:

* Stay up to date with changing information about jobs, job opportunities and pay scales.

* Have at his fingertips a wide variety of information about many attractive jobs for young people in Tennessee.

* Relate educational opportunities with jobs so that many young people will be motivated to remain in school.

* Have available a summary of knowledge that otherwise would require extensive research.

INFOE Assists Counselors

Counselors are often overwhelmed trying to keep up with the many sources of information about jobs. INFOE collects, organizes and synthesizes localized occupational information in a compact form that is easily available to counselors.

INFOE helps the counselor:

* Stay up to date with changing information about jobs, job opportunities and pay scales.

* Have at his fingertips a wide variety of information about many attractive jobs for young people in Tennessee.

* Relate educational opportunities with jobs so that many young people will be motivated to remain in school.

* Have available a summary of knowledge that otherwise would require extensive research.

INFOE Saves Space

The key to INFOE is the use of microfilm aperture cards in place of paper to disseminate occupational information. INFOE allows four pages of information to be photographed and recorded on one small piece of microfilm. The microfilm is pre-mounted in a "window" or aperture of a regular size data processing card. In summary--INFOE puts lots of information in a small space.

Data are collected from many resources. Pertinent data are synthesized and LOCALIZED into a four page format to give the WHO, WHAT, WHERE, WHY, and HOW about occupations in Tennessee.

Students and counselors can examine the microfilm aperture cards on microfiche readers. When a copy of a page from a particular job description is desired, a reader-printer is used to make an immediate full-sized "printout".

For Additional Information Concerning Participation
in the Pilot Phase of INFOE

Name _____ Title _____

Address: _____

_____

Phone: _____

MAIL
TODAY

Assistant Director
Research Coordinating Unit
for Vocational Education
909 Mountcastle Street
Knoxville, Tennessee 37916

INFOE Pilot Study

During January, 1972 an INFOE deck consisting of 200 occupations will be available for tryout in secondary schools located in the following economic development districts of Tennessee.

*First Tennessee--Counties included are:

Carter, Johnson, Greene, Sullivan, Hancock, Washington, Hawkins, Union.

*East Tennessee--Counties included are:

Anderson, Hamblen, Morgan, Blount, Jefferson, Roane, Campbell, Knox, Scott, Claiborne, Loudon, Sevier, Cocke, Monroe, Union, Grainger.

*Midcumberland--Counties included are:

Cheatham, Humphreys, Stewart, Davidson, Montgomery, Sumner, Dickson, Robertson, Williamson, Houston, Rutherford, Wilson.

*Northwest Tennessee--Counties included are:

Benton, Dyer, Lake, Carroll, Gibson, Obion, Crockett, Henry, Weakley.

*Memphis-Delta--Counties included are:

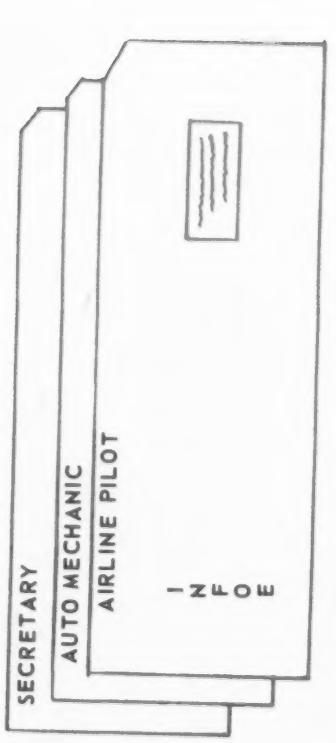
Lauderdale, Shelby, Fayette, Tipton.

By September, 1972 an INFOE deck consisting of 400 occupations will be available for distribution to all secondary schools in the state.

APPENDIX D

INFOE STUDENT BROCHURE

SEEK YOUR FUTURE
IN THESE CARDS



PICK YOUR CAREER NOW

EXPLORE WITH INFOE

INFOE stands for Information Needed For Occupational Entry and that's what its all about: an up-to-date and easy-to-use system of career information that can help you learn about the many rewarding jobs which await today's youth.

Yes, there are jobs for young people in Tennessee and you don't always have to have a four-year college degree to get them.

INFOE will help you:

* Find out about the available jobs in the State
* Learn now about the amount of schooling required
* Select proper courses now to prepare for a career

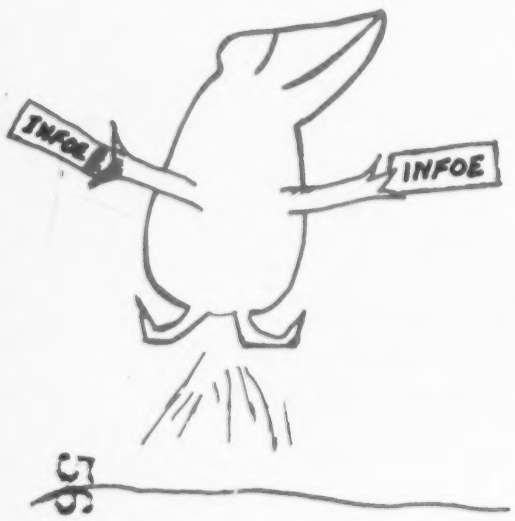
INFOE HELPS YOU PLAN YOUR FUTURE

TURN ON

INFOE will help you:

* Find out about the available jobs in the State
* Learn now about the amount of schooling required
* Select proper courses now to prepare for a career

INFOE HELPS YOU PLAN YOUR FUTURE



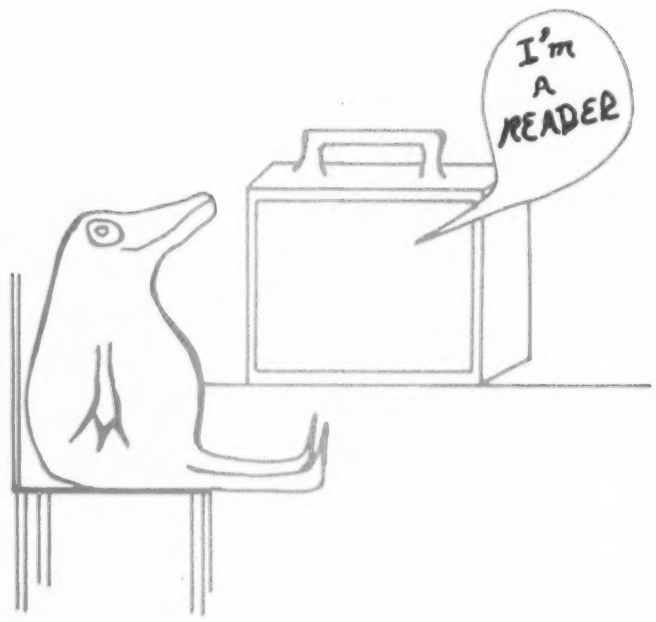
TURN ON

TO WHO, WHAT, WHEN

WHERE, WHY AND HOW

ABOUT CAREERS

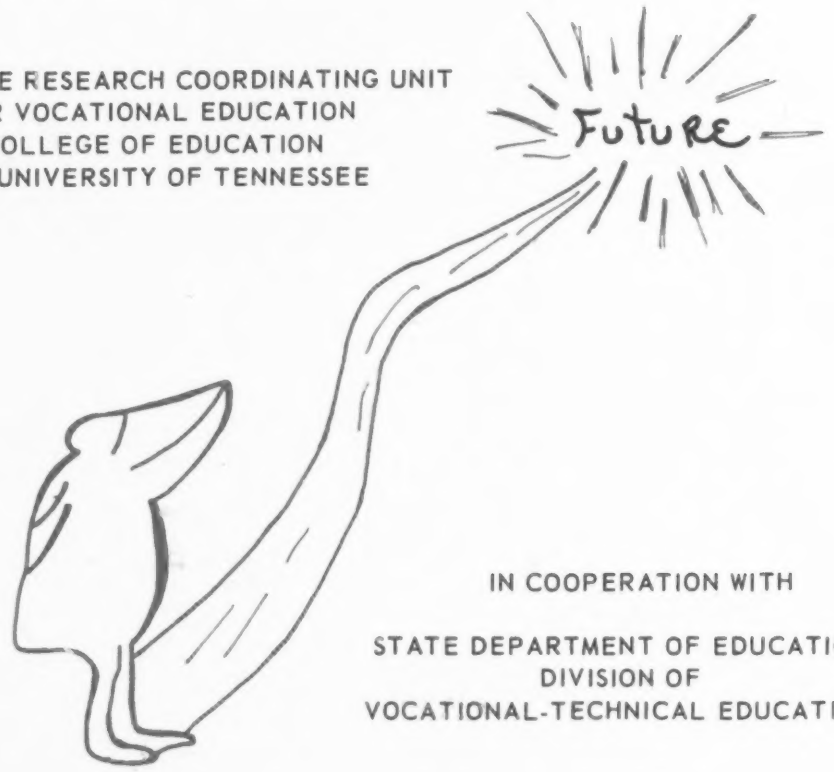
SEE YOUR COUNSELOR



INFOE DOESN'T PRETEND TO BE
THE ANSWER TO ALL YOUR
QUESTIONS -- BUT IT'S A START

57

TENNESSEE RESEARCH COORDINATING UNIT
FOR VOCATIONAL EDUCATION
COLLEGE OF EDUCATION
THE UNIVERSITY OF TENNESSEE



IN COOPERATION WITH

STATE DEPARTMENT OF EDUCATION
DIVISION OF
VOCATIONAL-TECHNICAL EDUCATION

024-00009
01-72-005M

INFOE
IS A CAREER
INFORMATION
SERVICE

58

APPENDIX E

INFOE STUDENT HANDOUT

FIND YOURSELF

WITH···

"INFOE"

?

APPENDIX F

SCHOOLS INVOLVED IN PILOT PHASE

Memphis-Delta Economic Development District

Lauderdale County:

Ripley High

Shelby County:

Project SPAN

Northside High

Westside High

Melrose High

Airways Junior High

Fairview Jr. High

Humes Jr. High

Melrose Jr. High

Cypress Jr. High

Northwest Tennessee Economic Development District

Dyer County:

Dyersburg High

Gibson County:

Milan High

Humboldt High

Humboldt Jr. High

Park Avenue Jr. High

Weakley County:

Westview High

Mid-Cumberland Economic Development District

Montgomery County:

Montgomery Central High

Northwest High

Clarksville High

Burt Jr. High

New Providence Jr. High

Greenwood Jr. High

Robertson County:

Springfield High

Rutherford County:

Eagleville High

Central High

Smyrna High

East Tennessee Economic Development District

Anderson County:

Oak Ridge High

Robertsville Jr. High

Jefferson Jr. High

Blount County:

Everett High

Townsend High

Walland High

Porter High

Maryville High

Alcoa High

Friendsville High

Lanier High

Eagleton Jr. High

Alcoa Jr. High

Maryville Jr. High

Campbell County:

Wynn-Habersham High

Jacksboro High

Jellico High

LaFollete High

Claiborne County:

Forge Ridge High

Claiborne County High

Grainger County:

Washburn High

Rutledge High

Hamblen County:

Morristown-Hamblen High - West

Hancock County:

Hancock County High

Knox County:

Knox County Career Education Exemplary Project

VIC Fulton High

Fulton High

Austin High Annex

Austin-East High

Vine Jr. High

Park Jr. High

Cristenberry Jr. High

Beardsley Jr. High

Rule Jr. - Sr. High

Van Gilder Occupational Center

Union County:

Horace Maynard High School

First Tennessee-Virginia Economic Development District

Carter County:

Elizabethton High

T. A. Dugger Jr. High

Greene County:

West Greene High

South Green High

Chuckey-Doak High

Greeneville Technical School

North Greene High

Greeneville High

Greeneville Jr. High

Greeneville City Central School Office

Johnson County:

Johnson County High

Sullivan County:

Lynn View High

Ketron High

Sullivan West High

Central High

East High

Tennessee High

Holston Valley Jr. High

Blountville Jr. High

Bluff City Jr. High

Colonial Heights Jr. High

Mary Hughes Jr. High

Holston Jr. High

Washington County:

Johnson City Vocational School

Dunbar Service Center

David Crockett High

Daniel Boone High

North Jr. High

Unicoi County:

Unicoi County High

APPENDIX F

POST-TEST INSTRUMENT

STUDENT REACTION QUESTIONNAIRE

Your answers to the questions in this questionnaire will enable us to help schools in presenting better information to students like yourself. While your answers will be used to prepare a summary of answers, your name will not appear on any report. Thank you for your help.

Name_____

a._____Male b._____Female

School_____

My present grade level in school is: (check one)

a._____ 7th

b._____ 8th

c._____ 9th

d._____ 10th

e._____ 11th

f._____ 12th

A. What are your future plans with respect to your education? (check one)

_____1. I plan to graduate from high school and go to work.

_____2. I plan to attend an area vocational school.

_____3. I plan to attend a junior college, state technical institute or a community college.

_____4. I plan to attend a 4-year college or university.

_____5. I have not made any plans.

_____6. I plan to quit school as soon as I am old enough.

_____7. I have other plans (describe) _____

_____

B. How often have you read information about careers (jobs)? (Check one)

_____1. Never _____ 2. Seldom _____3. Several times

C. How often have you talked to your <u>counselor</u> about career (job) information? (check one)

_____1. Never _____2. Seldom _____3. Several times

D. How often have you talked to your teachers about career (job) information? (check one)

_____1. Never _____2. Seldom _____3. Several times

E. How often have you talked to your <u>parents</u> about career (job) information? (check one)

_____1. Never _____2. Seldom _____3. Several times

F. Does your school have career (job) information available for your use? (Cehck one)

_____1. Yes, there is a lot available. _____3. No.

_____2. Yes, there is some available. _____4. I don't know.

G. How do you feel about the career (job) information that is available in your school? (check one)

_____1. It is very good.

_____2. It is of some help.

_____3. It is of little help

_____4. I have not used it.

_____5. There is none available.

H. If career information is available in your school, what do you find wrong with it?

_____1. It is too old (out of date).

_____2. It is too long and difficult to read.

_____3. It doesn't tell me anything about jobs in this area of Tennessee.

_____4. I do not find anything wrong with it.

FOR THE FOLLOWING ITEMS MATCH THE JOB TITLE WITH THE STATEMENT THAT BEST DESCRIBES WHAT THE PERSON DOES WHEN DOING HIS JOB.

Example:

2 A. School Bus Driver

1. Drives a bus which takes people to work.
2. Drives a bus which takes students to school.

GROUP I: Place the number of the statements which best describes the job on the line in front of the job title. (Use only one number for each job title.)

_____A. Chemical Laboratory Technician

_____B. Dental Laboratory Technician

_____C. Engineering Aide

_____D. Medical Laboratory Assistant

_____E. Social Worker

1. Assists the dentist with dental work on patients.
2. Helps the engineer in doing his work.
3. Assists poor families in obtaining welfare help.
4. Conducts chemical and physical tests for a laboratory chemist.
5. Helps medical technologists identify what sick people have.
6. Makes artificial teeth, crowns and bridges.
7. Prepares medical charts and reports for doctors

GROUP II: Place the number of the statement which best describes the job on the line in front of the job title. (Use only one number for each job title.)

_____A. Bank Teller	1. Helps customers make bank deposits.
_____B. Bookkeeper	2. Greets persons who come into the office and directs them to people who can help them.
_____C. Information Operator	3. Keeps records of money spent and taken in by a business.
_____D. Receptionist	4. Files information and materials.
_____E. Stock Clerk	5. Answers requests for phone numbers which the caller can't find.
	6. Receives, unpacks, stores or issues supplies and equipment in a storeroom or warehouse.
	7. Does the clerical work necessary to keep track of goods moved from one place to another.

GROUP III: Place the number of the statement which best describes the job on the line in front of the job title. (Use only one number for each job title).

_____A. Custodian	1. Uses steam pressing machine to shape garment parts and finished garments.
_____B. Fireman	2. Checks into crimes and protects the public.
_____C. Presser	3. Protects property from damage, fire, robbery or other hazards.
_____D. Laundry Worker	4. Keeps buildings clean, orderly and checks on heating and cooling systems to see if they are operating.
_____E. Watchman	5. Performs work which involves sorting, labeling, and washing clothes.
	6. Is an unskilled worker who does hand work out-of-doors.
	7. Protects life and property from fire.

GROUP IV: Place the number of the statement which best describes the job on the line in front of the job title. (Use only one number for each job title.)

_____A. Alteration Tailor

_____B. Forestry Aide

_____C. Landscape Gardner

_____D. Local Truck Driver

_____E. Packaging Worker

1. Sells, measures, and makes custom made garments for customers.
2. Uses paper, boxes, and glue to package all kinds of producst.
3. Assists in managing and caring for both public and private forests.
4. Does work which involves selecting trees shrubbery and flowers and the planting of these according to a plan.
5. Drives a large truck which hauls products over a great distance.
6. Measures and fits ready-made garments for customers.
7. Works within a town or city picking up and delivering goods or products on a truck.

GROUP V: Place the number of the statement which best describes the job on the line in front of the job title. (Use only one number for each job title.)

_____A. Airport Serviceman

_____B. Bindery Worker

_____C. Cabinetmaker

_____D. Instrumentman

_____E. Machinist

1. Operates gasoline service stations for small aircraft.
2. Performs hand and machine work for bound printed materials.
3. Constructs and repairs structures of wood, plywood and other materials.
4. Takes care of planes, runways, grounds and buildings at an airport.
5. Constructs or repairs metal parts, tools and machines from plans.
6. Makes and installs wood or plastic fixtures in homes or for sale.
7. Installs and repairs equipment that measures or controls heat, electricity, pressure or other things.

GROUP VI: Place the number of the statement which best describes the job on the line in front of the job title. (Use only one number for each job title.)

_____A. Bricklayer	1. Finishes the cement and concrete poured for construction jobs.
_____B. Cement Mason	2. Installs, repairs and maintains pipes used to carry water, steam and gas.
_____C. Electrical Repairman	3. Uses masonry materials and cement to build walls, fireplaces and other structures.
_____D. Millwright	4. Is a skilled worker who installs and moves heavy machinery.
_____E. Plumber	5. Puts together the pipes and other parts of a boiler.
	6. Checks electrical systems and repairs them when necessary
	7. Plans, assembles and installs electrical fixtures in a new building.

FOR THE NEXT SEVEN QUESTIONS CHECK THE YES OR NO BOX AFTER EACH QUESTION.

	Yes	No
1. Did you enjoy using the INFOE cards and viewing equipment?	☐	☐
2. Was the information on the INFOE cards easy to read?	☐	☐
3. Did you discuss any of the information from the INFOE cards with your parents?	☐	☐
4. Did the information on the INFOE cards help you select a vocational education course?	☐	☐
5. Did you discuss any of the information from the INFOE cards with your guidance counselor?	☐	☐
6. Had you read any other career information before INFOE was available in your school?	☐	☐
7. Do you plan to use the INFOE materials again?	☐	☐

8. If you answered Yes to #7, tell why. If you answered No, tell why not.

_____

9. Who told you about the INFOE materials? (check one)
   a._____Counselor c._____Friend
   b._____Teacher d._____Other_____

10. How many times did you use the INFOE materials? (check one)
    a._____Only once b._____Twice c._____Several times